



# **Beyond Free**

**A social justice vision for open education**

**Rajiv Jhangiani, Ph.D.**

Special Advisor to the Provost on Open Education  
Kwantlen Polytechnic University

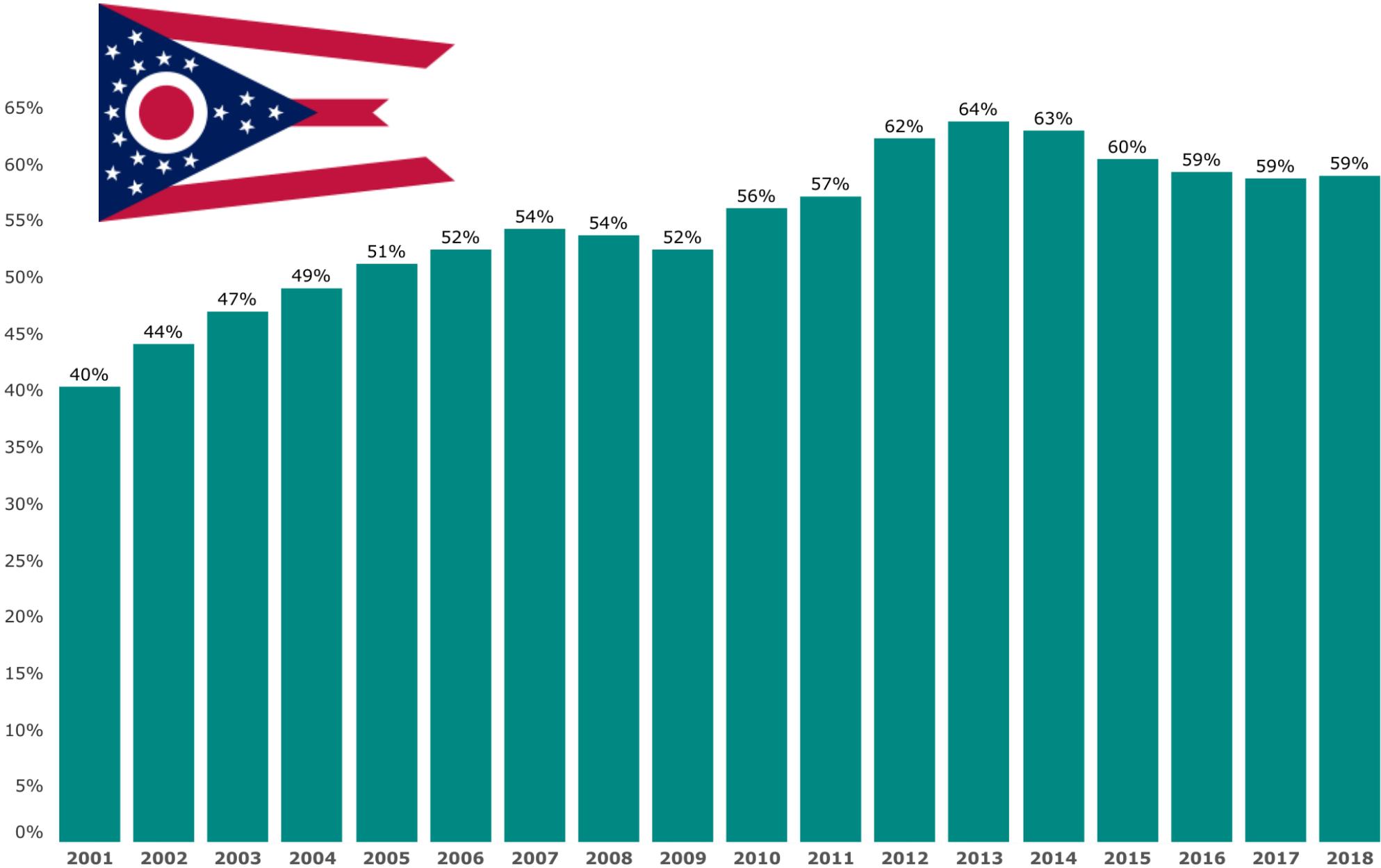
**@thatpsychprof**





Higher education  
**replicates and reinforces**  
existing power structures

# Net Tuition as a Percent of Total Educational Revenue (1993-2018):



**Cost of attendance = \$23,160**  
**at \$8.55/hour (minimum wage)**  
**= 2,709 hours**  
**(52 hours/week)**



I SEE DEBT PEOPLE



**POLITICS**

# American Higher Education Hits a Dangerous Milestone

As younger generations become more racially diverse, many states are allocating fewer tax dollars to public colleges and universities.

**RONALD BROWNSTEIN** MAY 3, 2018

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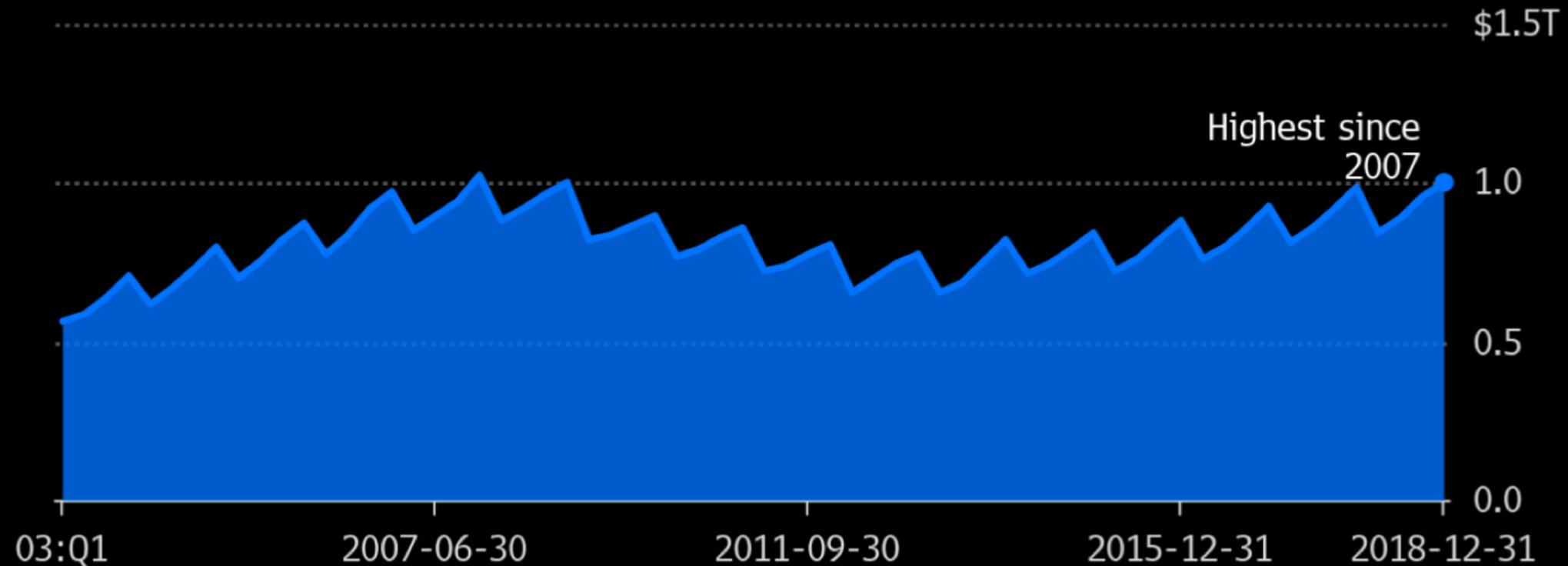


<https://www.theatlantic.com/politics/archive/2018/05/american-higher-education-hits-a-dangerous-milestone/559457/>

# Young Debtors

Adults age 19 to 29 surpass the \$1 trillion debt threshold last quarter

■ Total debt balance



Source: New York Fed Consumer Credit Panel/Equifax

**Bloomberg**

<https://www.bloomberg.com/news/articles/2019-02-25/millennials-face-1-trillion-debt-as-student-loans-pile-up>

# Student loan debt crushes senior citizens



Photo: Charlotte Kesl for The Washington Post via Getty Images

<https://www.axios.com/student-loan-debt-crushes-senior-citizens-ad130a82-842f-45e1-8641-c1d125611083.html>



Image credit: [Jessie Miller](#)





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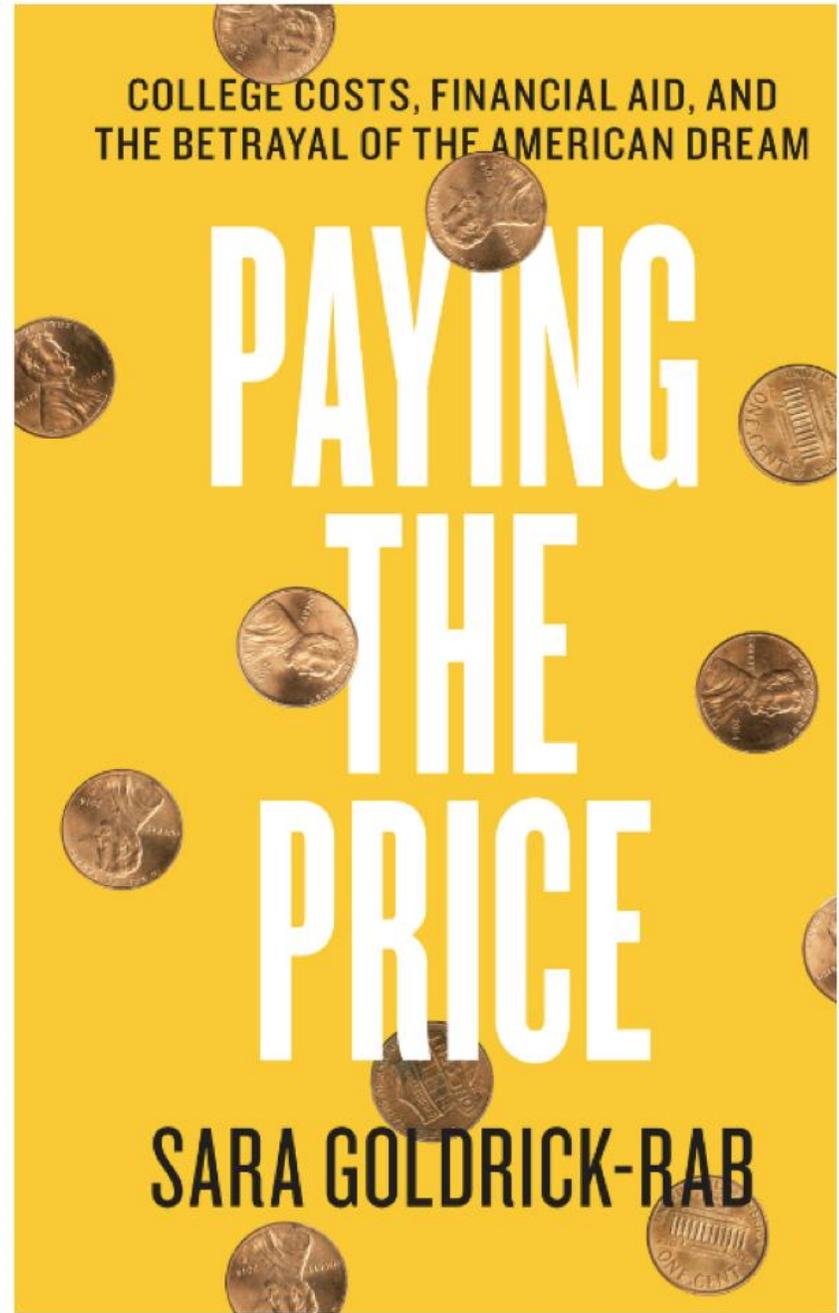
I've paid \$33,685.71 towards my \$50K in student loans. That bitch is still at \$48,000. Fuck interest. Fuck FedLoan. Fuck this education system. Fuck everything.

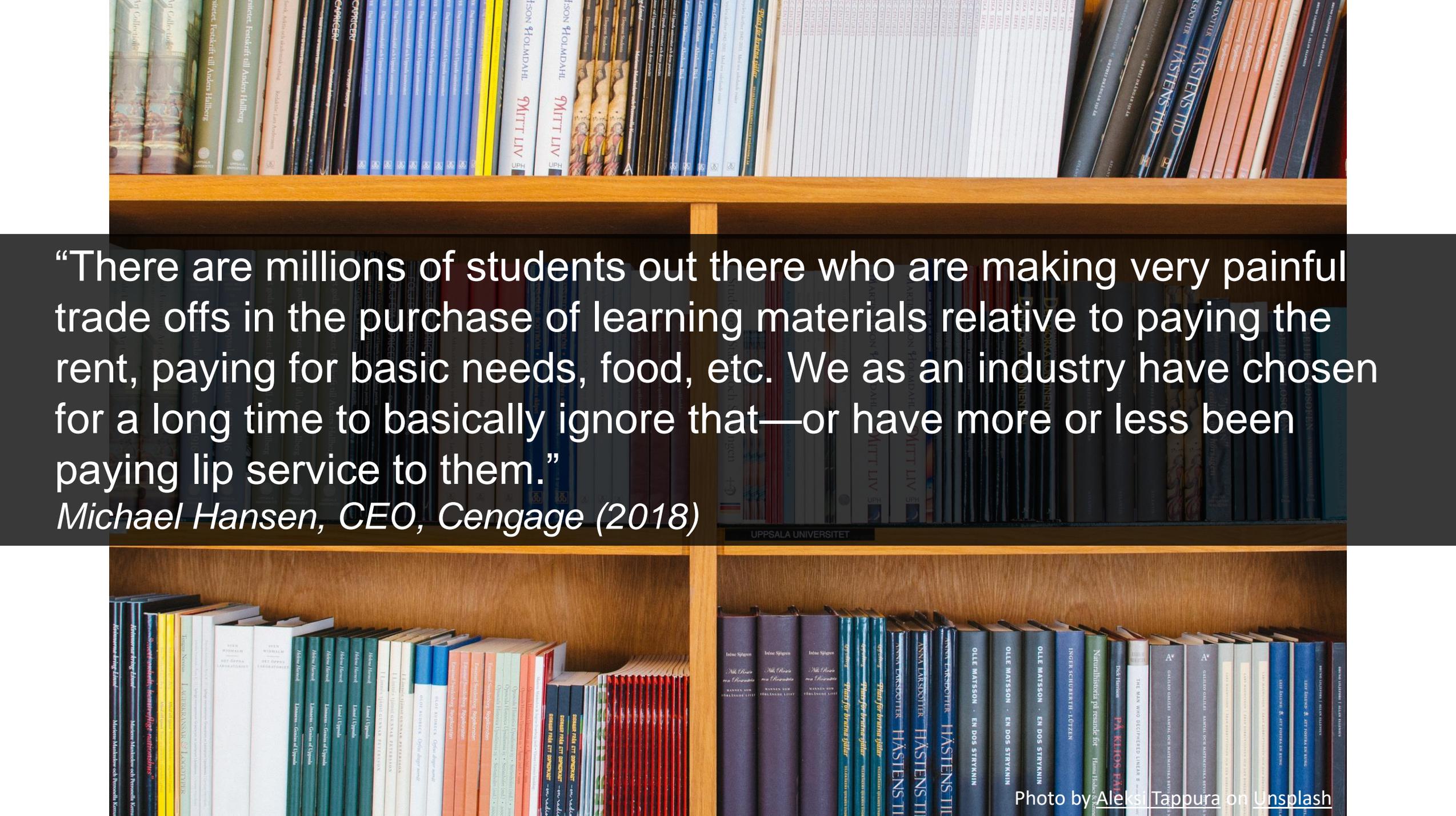
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3.1K 67K 317K

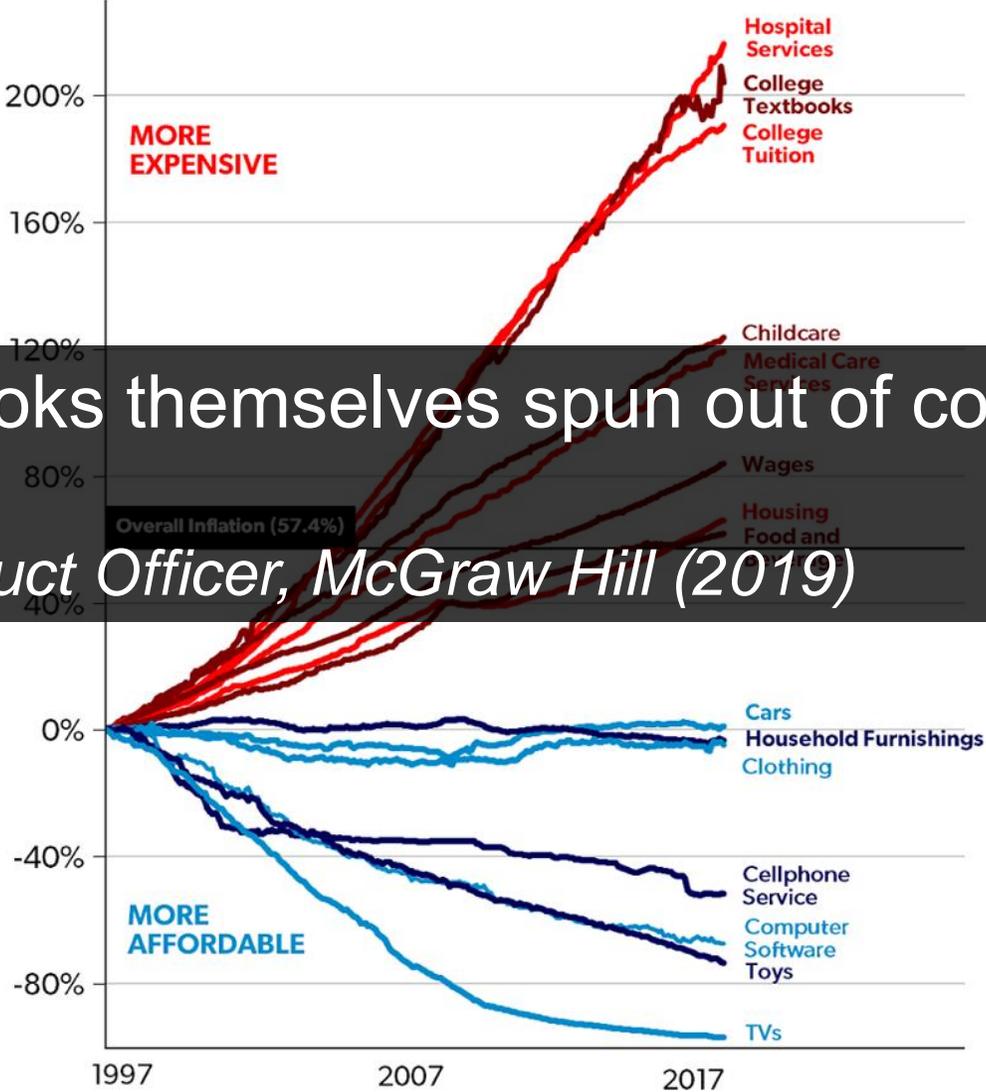




“There are millions of students out there who are making very painful trade offs in the purchase of learning materials relative to paying the rent, paying for basic needs, food, etc. We as an industry have chosen for a long time to basically ignore that—or have more or less been paying lip service to them.”  
*Michael Hansen, CEO, Cengage (2018)*

# Price Changes (January 1997 to June 2018)

Selected US Consumer Goods and Services, Wages



“The prices of textbooks themselves spun out of control over the last 10 or 15 years.”  
*Scott Virkler, Chief Product Officer, McGraw Hill (2019)*

Source: BLS



Purchase Options

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FREE SHIPPING on orders over \$25!

Faculty ▼

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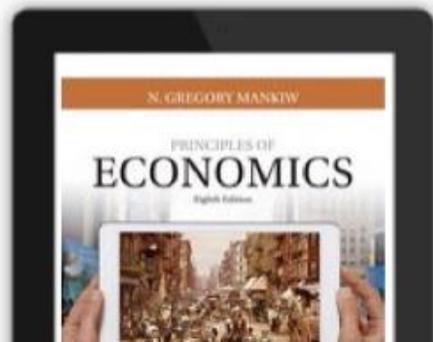
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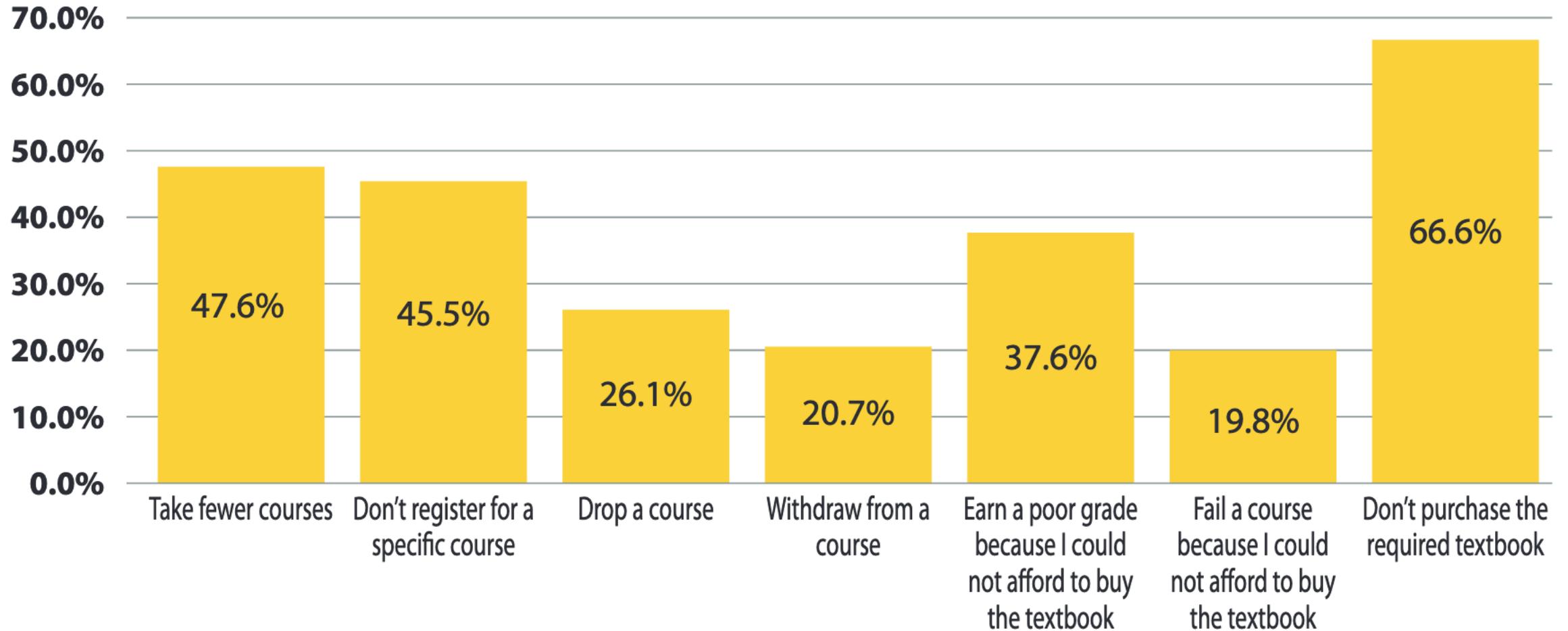
Bookstore Wholesale Price \$119.99 | **RETAIL \$119.99**

Bound Book

ISBN-10: 1305585127 | ISBN-13: 9781305585126

Bookstore Wholesale Price \$305.75 | **RETAIL \$406.95**

## Chart 1: Impact of Textbook Costs on Students



# Principal–agent problem

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From Wikipedia, the free encyclopedia

The **principal–agent problem**, in [political science](#) and [economics](#), (also known as **agency dilemma** or the agency problem) occurs when one person or entity (the "[agent](#)") is able to make decisions and/or take actions on behalf of, or that impact, another person or entity: the "[principal](#)".<sup>[1]</sup> This dilemma exists in circumstances where agents are motivated to act in their own best interests, which are contrary to those of their principals, and is an example of [moral hazard](#).

INSIDE  
HIGHER ED

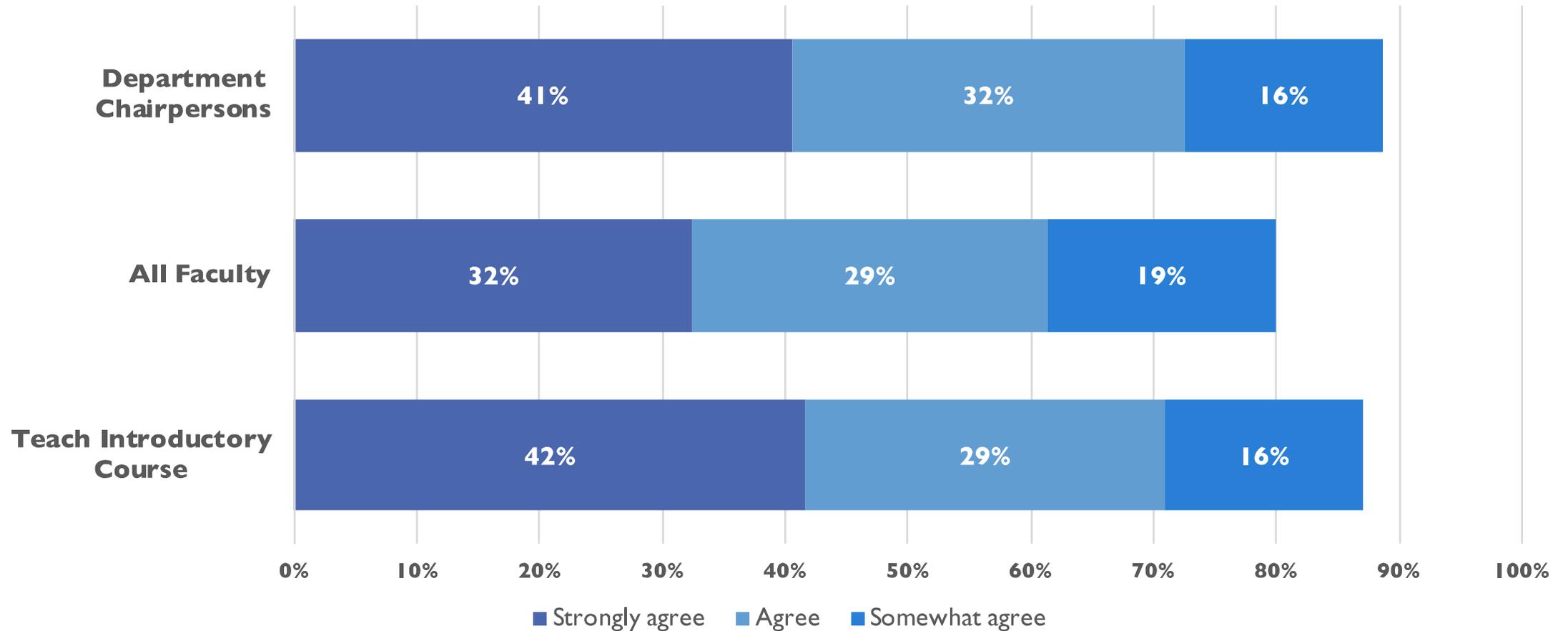
2018 Survey of  
**Faculty Attitudes  
on Technology**

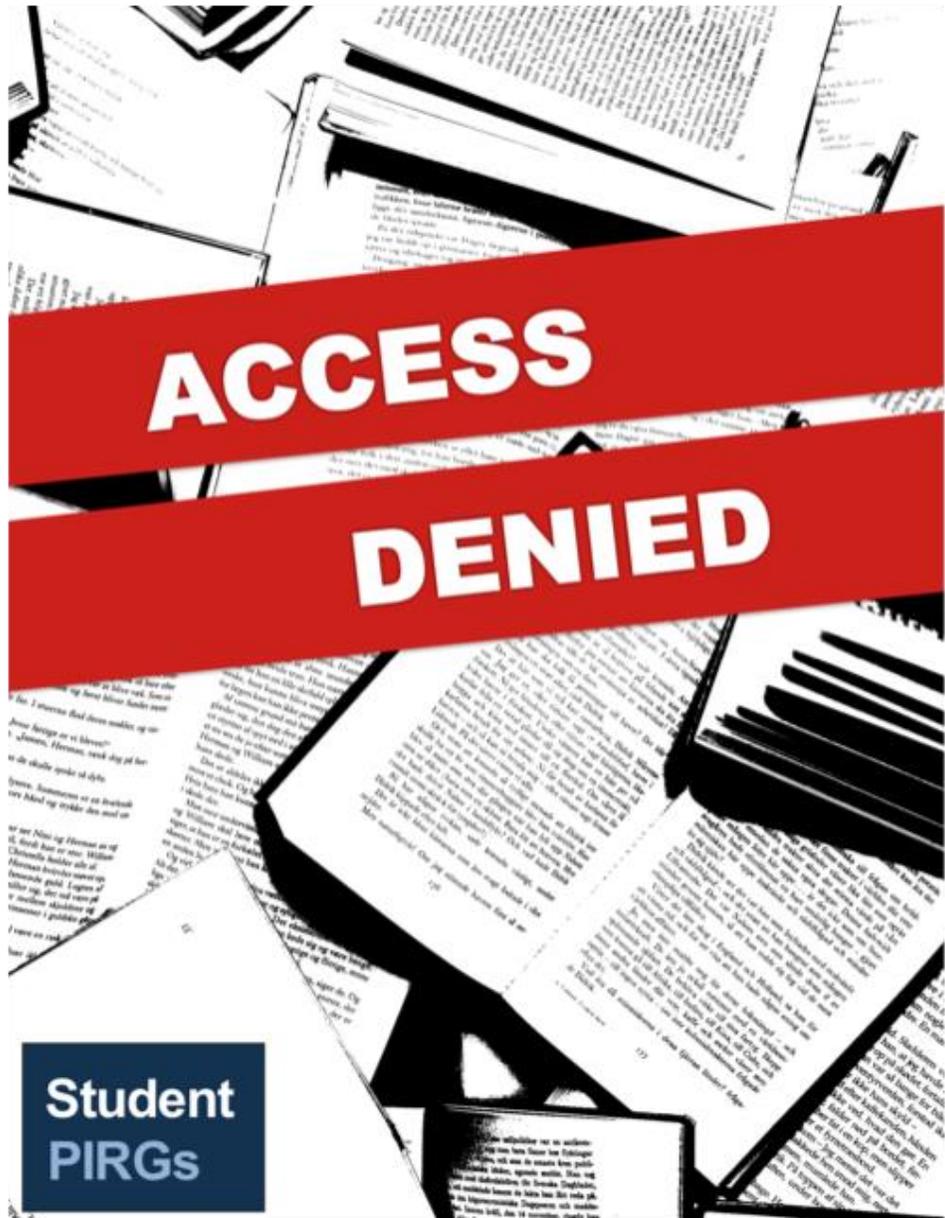
A STUDY BY INSIDE HIGHER ED AND GALLUP

**83%** of faculty agree that  
**textbooks and course  
materials cost too much**

<https://www.insidehighered.com/booklet/2018-survey-faculty-attitudes-technology>

## THE COST OF COURSE MATERIALS IS A SERIOUS PROBLEM FOR MY STUDENTS







富嶽三十六景 神奈川 浪裏

舟は三つ

**Commercial publishers**

**OER**

First they ignore you  
Then they ridicule you  
Then they attack you  
Finally they co-opt you

# Openwashing

Openwashing: to spin a product or company as open, although it is not. Derived from 'greenwashing.' [Michelle Thorn](#)

Openwashing: n., having an appearance of open-source and open-licensing for marketing purposes, while continuing proprietary practices. [Audrey Watters](#)

**“Inclusive Access”** is a problem  
masquerading as a solution



**“Inclusive access”**  
**on student agency**



“The institution has a contract with Pearson that requires it to guarantee 12,291 inclusive access enrollments in the 2019 calendar year. If Trident doesn’t meet that quota, [the Post and Courier reported](#), Pearson can charge full price for the course materials.”

Source:

<https://www.vox.com/the-goods/2019/3/6/18252322/college-textbooks-cost-expensive-pearson-cengage-mcgraw-hill>



**“Inclusive access”  
on faculty agency**

INSIDE  
HIGHER ED

2018 Survey of  
**Faculty Attitudes  
on Technology**

A STUDY BY INSIDE HIGHER ED AND GALLUP

**67%** of faculty believe that  
“inclusive access” models **limit  
their ability to choose the  
course materials they prefer**

<https://www.insidehighered.com/booklet/2018-survey-faculty-attitudes-technology>



**“Inclusive access”**  
**on accessibility**

**“Inclusive access”** is like  
leasing faulty fire extinguishers  
from a serial **arsonist**



Rajiv Jhangiani

@thatpsychprof



My face when someone tells me that they are addressing the problem of high textbook costs by signing on to an “inclusive access” program that mandates every student lease e-textbooks on platforms that are problematic for student choice, accessibility, and data privacy. [#OER](#)



8:59 PM - 31 May 2018

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8



48



189



OPEN EDUCATIONAL RESOURCES



# OPEN

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**[oasis.geneseo.edu](https://oasis.geneseo.edu)**



**RJUKS MUSEUM**



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▶ **Biology**

Chemistry

Earth Science

Math

By Grade Level

By Device

All Sims

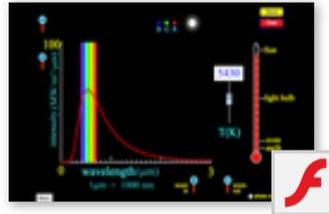
Translated Sims

**Teaching Resources**

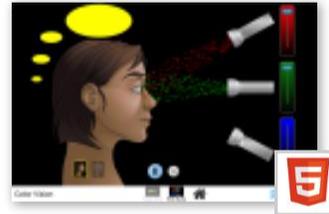
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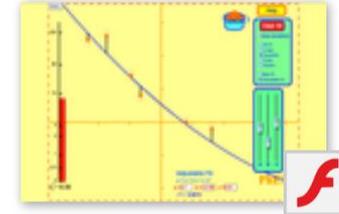
**Donate**



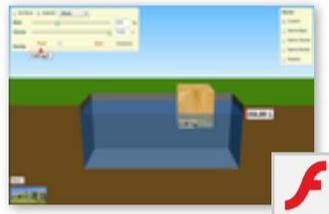
**Blackbody Spectrum**



**Color Vision**



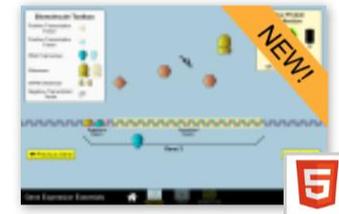
**Curve Fitting**



**Density**



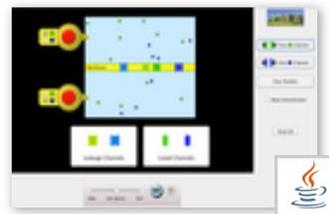
**Eating & Exercise**



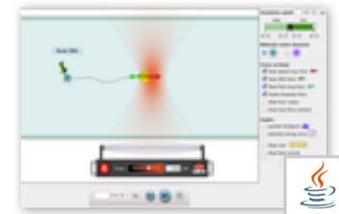
**Gene Expression  
Essentials**



**Gene Machine: The  
Lac Operon**



**Membrane Channels**



**Molecular Motors**

- MAIN MENU**
- Courses
  - Homework Sets
    - Hw10
      - Problem 4**
  - User Settings
  - Grades

- Problems**
- Problem 1
  - Problem 2 ...
  - Problem 3
  - Problem 4**
  - Problem 5
  - Problem 6
  - Problem 7
  - Problem 8
  - Problem 9
  - Problem 10
  - Problem 11
  - Problem 12

< webwork / mth\_124\_fs16\_70860 / hw10 / 4

# Hw10: Problem 4

[Previous](#) [Problem List](#) [Next](#)

(1 point) [Get help entering answers](#)  [See a similar example \(.PDF\)](#)

Find the most general function  $F$  such that  $F'(x) = \frac{7}{x^7} - \frac{5}{x^3} + 13$ .

$F(x) =$   .

**Note:**  
*You are in the Reduced Scoring Period: All additional work done counts 75% of the original.*

[Preview My Answers](#) [Submit Answers](#) [Show me another](#)

You have attempted this problem 0 times.  
You have 15 attempts remaining.



# Open Textbook Library

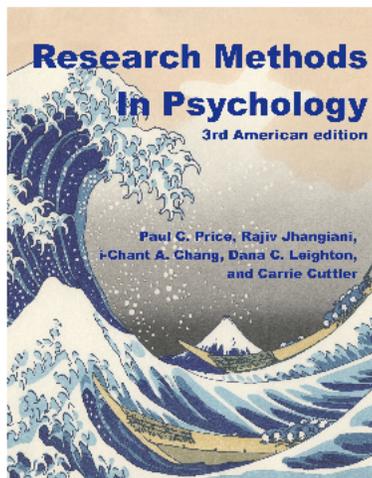
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# Research Methods in Psychology - 3rd American Edition

(18 reviews)



Carrie Cuttler, Washington State University



Reviewed by Michel Heijnen, Assistant Professor, University of North Carolina Wilmington on 3/28/18

The book covers all areas related to research methods, not only for the field of psychology, but also to other related fields like exercise science. Topics include ethics, developing a research questions, experimental designs, non-experimental... [read more](#)

# International Review of Research in Open and Distributed Learning

Volume 18, Number 4

June - 2017

## The Adoption of an Open Textbook in a Large Physics Course: An Analysis of Cost, Outcomes, Use, and Perceptions



**Christina Hendricks, Stefan A. Reinsberg, and Georg Rieger**  
*University of British Columbia*



**The Canadian Journal for the Scholarship of Teaching and Learning**  
La revue canadienne sur l'avancement des connaissances en enseignement et en apprentissage

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Home > CJSOTL\_RCACEA > Vol. 9 > Iss. 1 (2018)

### As Good or Better than Commercial Textbooks: Students' Perceptions and Outcomes from Using Open Digital and Open Print Textbooks

[Rajiv S. Jhangiani](#), *Kwantlen Polytechnic University*  
[Farhad N. Dastur](#), *Kwantlen Polytechnic University*  
[Richard Le Grand](#), *Kwantlen Polytechnic University*  
[Kurt Penner](#), *Kwantlen Polytechnic University*

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[Journal of Computing in Higher Education](#)

December 2015, Volume 27, [Issue 3](#), pp 159–172 | [Cite as](#)

## A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students

Authors [Authors and affiliations](#)

Lane Fischer , John Hilton III, T. Jared Robinson, David A. Wiley

Open Access | Article

First Online: 22 September 2015

243

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Citations

*International Journal of Teaching and Learning in Higher Education*  
<http://www.isetl.org/ijtlhe/>

2018, Volume 30, Number 2, 262-276  
ISSN 1812-9129

## The Impact of Open Educational Resources on Various Student Success Metrics

Nicholas B. Colvard  
*University of Georgia*

C. Edward Watson  
*Association of American  
Colleges and Universities*

Hyojin Park  
*Ewha Womans University*

There are multiple indicators which suggest that completion, quality, and affordability are the three greatest challenges for higher education today in terms of students, student learning, and student success. Many colleges, universities, and state systems are seeking to adopt a portfolio of solutions that address these challenges. This article reports the results of a large-scale study (21,822 students) regarding the impact of course-level faculty adoption of Open Educational Resources (OER). Results indicate that OER adoption does much more than simply save students money and address student debt concerns. OER improve end-of-course grades and decrease DFW (D, F, and Withdrawal letter grades) rates for all students. They also improve course grades at greater rates and decrease DFW rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education. OER address affordability, completion, attainment gap concerns, and learning. These findings contribute to a broadening perception of the value of OERs and their relevance to the great challenges facing higher education today.

## The Impact of Open Educational Resources on Various Student Success Metrics

Nicholas B. Colvard  
*University of Georgia*

C. Edward Watson  
*Association of American  
Colleges and Universities*

Hyojin Park  
*Ewha Womans University*

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Results indicate that OER adoption does much more than simply save students money and address student debt concerns. OER improve end-of-course grades and decrease DFW (D, F, and W) rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education. OER address affordability, completion, attainment gap

**“OER improve end-of-course grades and decrease DFW rates for all students”**

**“They also improve course grades at greater rates and decrease DFW rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education.”**

INSIDE  
HIGHER ED

2018 Survey of  
**Faculty Attitudes  
on Technology**

A STUDY BY INSIDE HIGHER ED AND GALLUP

**70%** of faculty strongly agree/agree that **colleges should embrace OER**

<https://www.insidehighered.com/booklet/2018-survey-faculty-attitudes-technology>



**KPU**

Open Education

It's not only about  
access to knowledge.

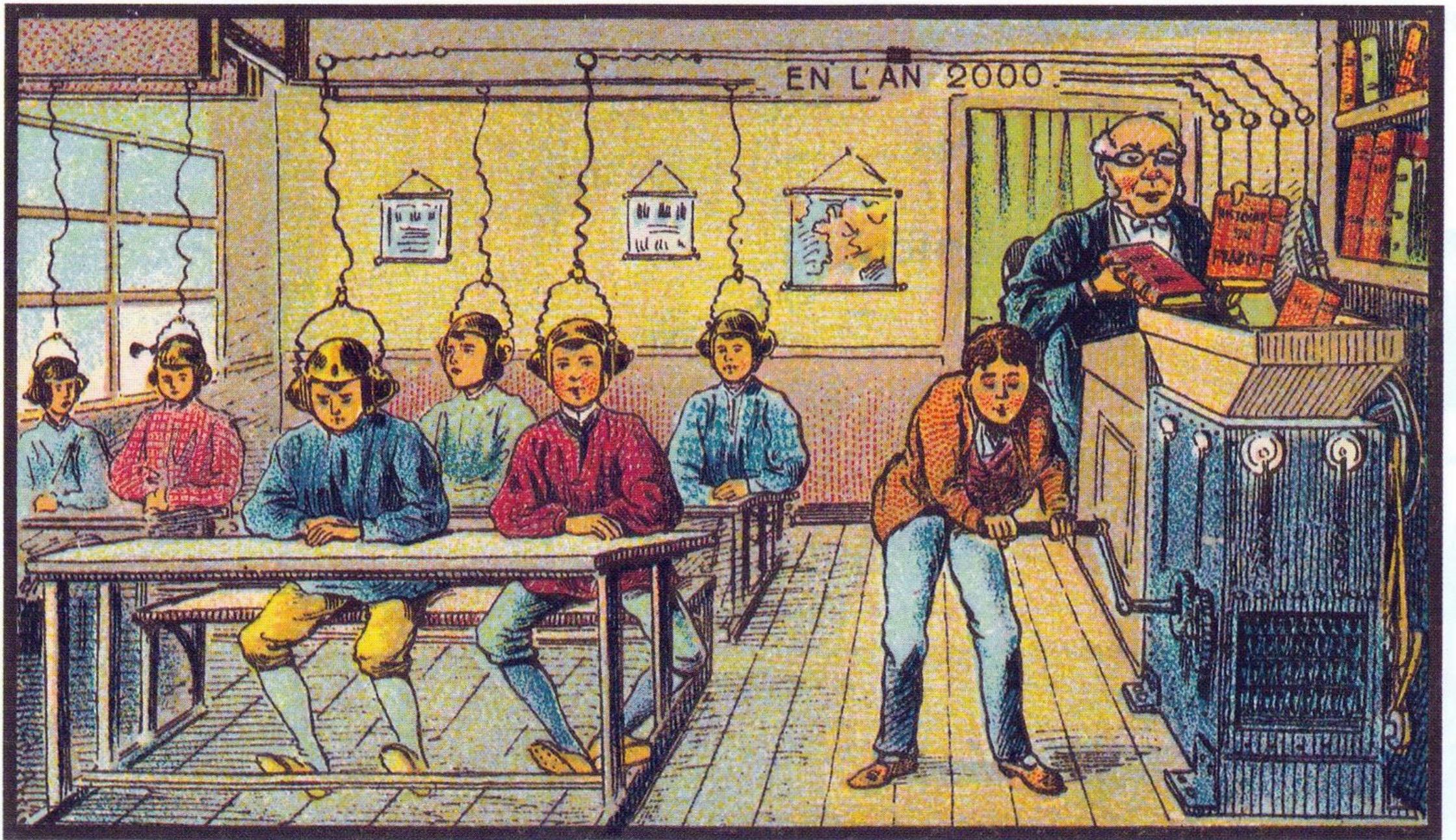
It's about access to  
**knowledge  
creation.**



# Open Pedagogy

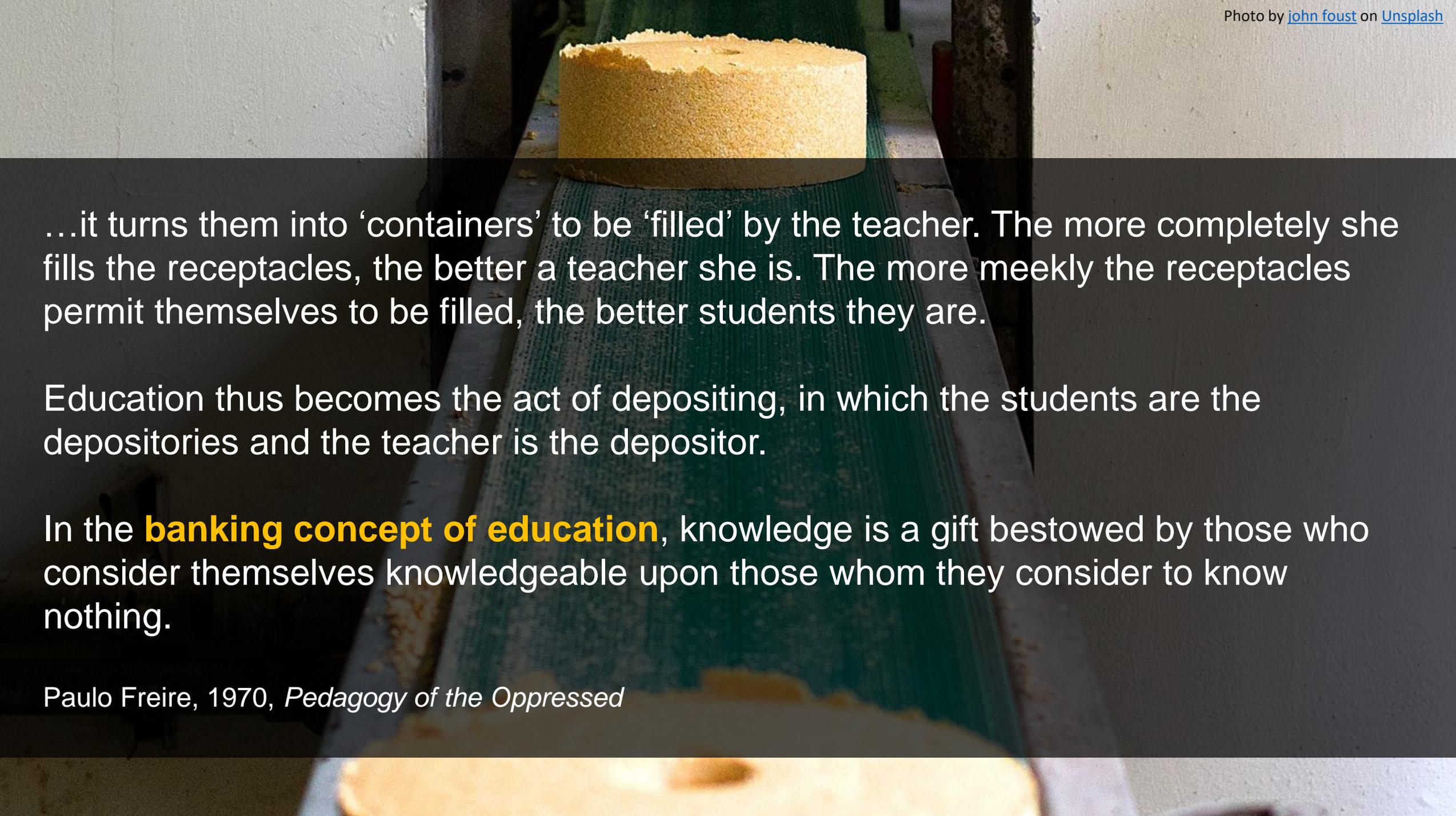


Photo by [Andrea Reiman](#) on [Unsplash](#)



At School

"France in 2000 year (XXI century). Future school." by Jean Marc Cote is in the [Public Domain](#)



...it turns them into 'containers' to be 'filled' by the teacher. The more completely she fills the receptacles, the better a teacher she is. The more meekly the receptacles permit themselves to be filled, the better students they are.

Education thus becomes the act of depositing, in which the students are the depositories and the teacher is the depositor.

In the **banking concept of education**, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing.

Paulo Freire, 1970, *Pedagogy of the Oppressed*

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SOPHIE LENOIR ET STÉPHANE ROGER  
18 00 PARFUMS POURPRES DU SOLEIL DES PÔLES  
20 30 GRANDE SALLE: STEVEN COHEN

**6**

14 00 UNE PEINTURE PARLÉE  
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As part of university course work, Dr. Amin Azzam's medical students edit and improve **CC-licensed Wikipedia** articles that are viewed more than 22 million times over the year.



High priority	Mid priority	Low priority
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<p>Articles of general interest.</p>	<p>Articles of general interest.</p>	<p>Articles of general interest.</p>

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## First Place Award - \$6,000

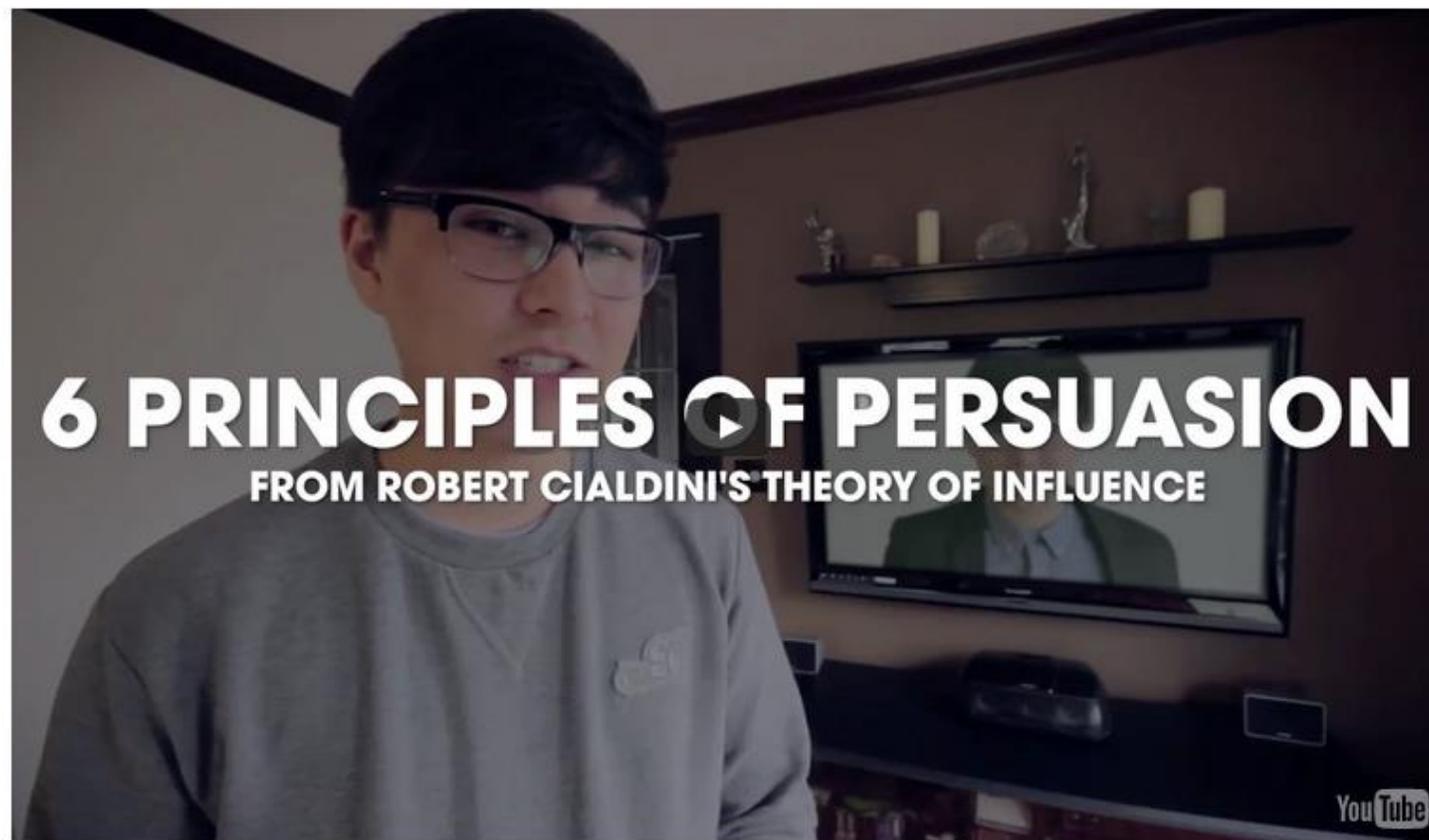
### The Principles of Persuasion

Kyle Ball and Brandon Do

Simon Fraser University - Burnaby, British Columbia, Canada



Once we began to create our video on aspects of the 'Persuasion: So Easily Fooled' module, we were motivated by the knowledge that our video had the potential to teach others about the topic. We learned a lot in researching and reading about the topic of persuasion, and we hope our video continues to spread the knowledge and inspire others to want to learn more. Even after the production of the video had concluded we began to notice the principles we discussed in advertisements as we looked around. The creation and continued result is a fascinating thing and we are so glad to have participated.



People with **referent power** have an ability to influence others because they are able to identify with them. In this case, the person who provides the influence is a prominent reference group—someone we personally admire and attempt to emulate; or (b) a dynamic, and persuasive leader; or (c) a person who is particularly attractive or charismatic (McCarthy, & Mothersbaugh, 1994; Henrich & Gil-White, 2001; Kamins, 1989; 1993).

A young child who mimics the opinions or behaviors of an older sibling or a father or a religious person who follows the advice of a respected religious leader, is in a position of referent power. Referent power generally produces private acceptance rather than public compliance (Kelman, 1961). The influence brought on by referent power may be subtle in nature because the person being emulated does not necessarily attempt to influence the person who is being influenced may not even realize that the influence is occurring. However, the person with referent power (such as the leader of a cult) may make use of her status as the target of identification or respect to produce change. In either case, a person who is particularly strong source of influence because it is likely to result in the adoption of the opinions of the important other.

We fall prey to **normative social influence** when we express opinions or behaviors that we want to be accepted or that keep us from being isolated or rejected by others. When we conform due to normative social influence we conform to **social norms**—socially accepted beliefs about what we do or should do in particular social contexts (Cialdini, 1993; Sumner, 1906).

In contrast to informational social influence, in which the attitudes or opinions change to match that of the influencers, the outcome of normative social influence is public compliance rather than private acceptance. **Public compliance** is a superficial conformity (including the public expression of opinions) that is not accompanied by one's private opinion. Conformity may appear in our public behavior even though we are doing something completely different in private. We may obey the speed limit or wear a seat belt (behavior) to conform to social norms and requirements, even though we may not believe that it is appropriate to do so (opinion). We may use drugs with our friends even though we are not wanting to, and without believing it is really right, because our friends are all using them. Behaviors that are originally performed out of a desire to be accepted (normative social influence) may frequently produce changes in beliefs that do not match them, and the result is

Ianazmb

Aug 4, 2017

Public

A young child who mimics the opinions or behaviors of an older sibling or a famous sportsperson, or a religious person who ... More

When I was at a my favorite signers concert i was confronted with the realization of referent power. As soon as the singer told his audience to take out their phones i was really quick to respond to his request. My actions were controlled by the respect, attraction and liking i had for the singer. I was utterly shocked at the rapid choice of my actions that it occurred to me what great influence the singer had.



AlexaAbbott

Aug 2, 2017

PSYC 2330

normative social influence when we express opinions or behave in ways that help us to be accepted or that keep us from being isolated or rejected by others.



This is a clip from "The Office" where Michael displays normative social influence by copying Ryan's goatee in hopes to be accepted by him.



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# THE OPEN ANTHOLOGY OF EARLIER AMERICAN LITERATURE

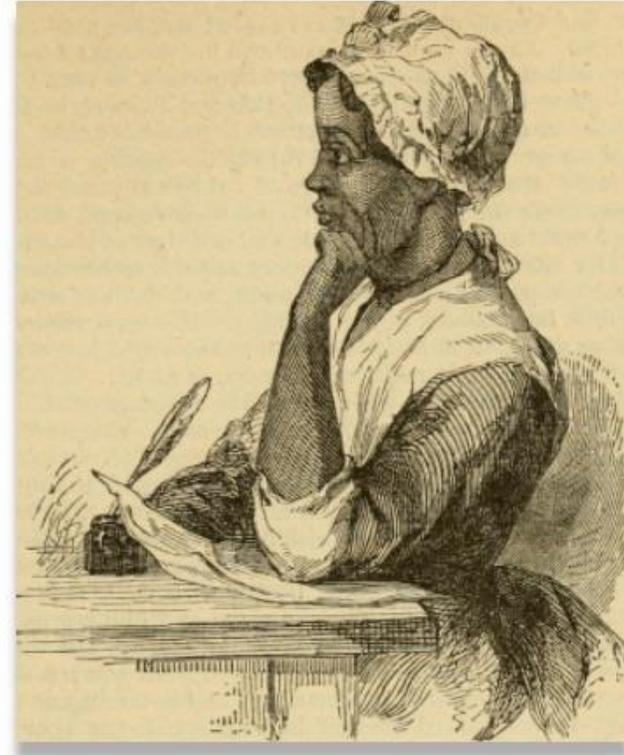
Robin DeRosa

---

An OER Anthology of Earlier American Literature,  
to 1899



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# Environmental ScienceBites

Edited by Kylieenne A. Clark, Travis R. Shaul, and Brian H. Lower

Sydney R. Morrison, Jaymes T. StClair, Levi J. Cramer, Alyssa M. Jones, Brittany L. Sulainis, Jeremie E. Beaverstock, Amanda L. Varcho, Kelly E. Peterson, Chayli T. Buenger, Wyatt T. Susich, Chris Ebersole, Brandon S. Wator, John A. Zagar, Jace A. Ball, Lee Seitz, Benjamin W. Schumann, Mason F. Ye, Alyssa M. Zearley, Cain W. Crouse, Allyson E. Loparo, Rika L. Bailey, Emily C. Mills, Andrew T. Wood, Lydia F. Bednarski, Samantha K. Runser

**Bite-sized Investigations into Earth' s Challenges, written by  
Buckeyes**



This book was written by undergraduate students at The Ohio State University (OSU) who were enrolled in the class Introduction to Environmental Science. The chapters describe some of Earth's major environmental challenges and discuss ways that humans are using cutting-edge science and engineering to provide sustainable solutions to these problems.



# Students find empowerment in creating their own textbook



*Students in Jessica Kruger's PUB 320 course hold up copies of the textbook they created during the fall semester class. Photo: Douglas Levere*

<http://www.buffalo.edu/ubnow/stories/2019/02/kruger-students-textbook.html>

# United Nations Sustainable Development Goals Open Pedagogy Fellowship

## WE THE PEOPLE



**THE GLOBAL GOALS**  
For Sustainable Development



"We The People" for the Global Goals

Open educational resources (OERs) increase access to education and empower students in the learning process. Open pedagogy - a component of OERs - places the student at the center of that learning process in a more engaging, collaborative learning environment in order to achieve social justice in the community.

Montgomery College is fully committed to social justice as evidenced by the Academic Master Plan and the Middle States Re-accreditation Self Study.

This Open Pedagogy Fellowship sponsored by ELITE is

# OpenPedagogy.org

WELCOME TO THE OPEN PEDAGOGY NOTEBOOK

This website is designed to serve as a resource for educators interested in learning more about Open Pedagogy.

We invite you to browse through the examples, which include both classroom-tested practices and budding ideas, and to consider contributing examples of your own experiments with open pedagogy.



## Open Pedagogy

What is "open pedagogy"? Robin DeRosa and Rajiv Jhangiani have offered a helpful frame for anyone interested in engaging the ongoing conversations around this term.



## Examples

Are you an educator looking to engage more deeply with "open pedagogy" in your own practice? Find classroom-tested practices and budding ideas here.



## Submit an Idea

We'd love to hear about your ideas for implementing or experimenting with open pedagogy. We will review and post your contributions (with attribution) to the site.



# Open Textbook Network

[HOME](#)[ABOUT US](#)[IMPACT & BENEFITS](#)[MEMBERSHIP ▾](#)[NEWS](#)

## Apply for a Certificate in OER Librarianship

September 10, 2018 – The Open Textbook Network is now accepting applications for an inaugural cohort of librarians to be certified in OER Librarianship. Applicants should be, or anticipate becoming, newly responsible for building open education programs at their institutions and seek formal training, a community of peers, and expert mentors in order to build sustainable, collaborative, and effective open education programs on their campuses. Librarians who successfully complete the full program will receive a Certificate in OER Librarianship from the Open Textbook Network.

### ABOUT THE CERTIFICATE IN OER LIBRARIANSHIP

The Certificate in OER Librarianship is a professional development program that will create effective open education program leaders who want to be stewards and advocates for open educational resources.

SPARC PROJECTS

# Open Education Leadership Program

Open Education

ABOUT

FAQ

CURRICULUM

2017-2018 COHORT

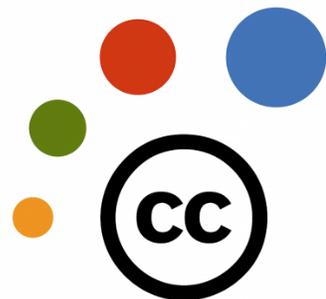
2018-2019 COHORT



**Empowering Libraries to Lead the Way on Open Education**

# Creative Commons Certificate

The CC Certificate helps us work together to build an equitable, accessible, and innovative world through sharing open knowledge and culture.



**Certificates**

- ▶ Creative Commons Certificate
  - ▶ Registration
  - ▶ Calendar
  - ▶ Testimonials
  - ▶ Certificate Resources (CC BY)
  - ▶ Frequently Asked Questions (FAQ)
  - ▶ Certificate Graduates
  - ▶ What's Next for the Certificate Program?
  - ▶ Certificate Facilitator Training
  - ▶ Acknowledgements



[Home](#) > [News](#) > [Announcing CARL's Visiting Program Officer and Working Group for Open Education](#)

## Announcing CARL's Visiting Program Officer and Working Group for Open Education

**Ottawa, March 8, 2019.** – CARL is pleased to announce the knowledgeable and diverse team that will support its program of bilingual initiatives to strengthen the open education community within Canada's academic libraries.

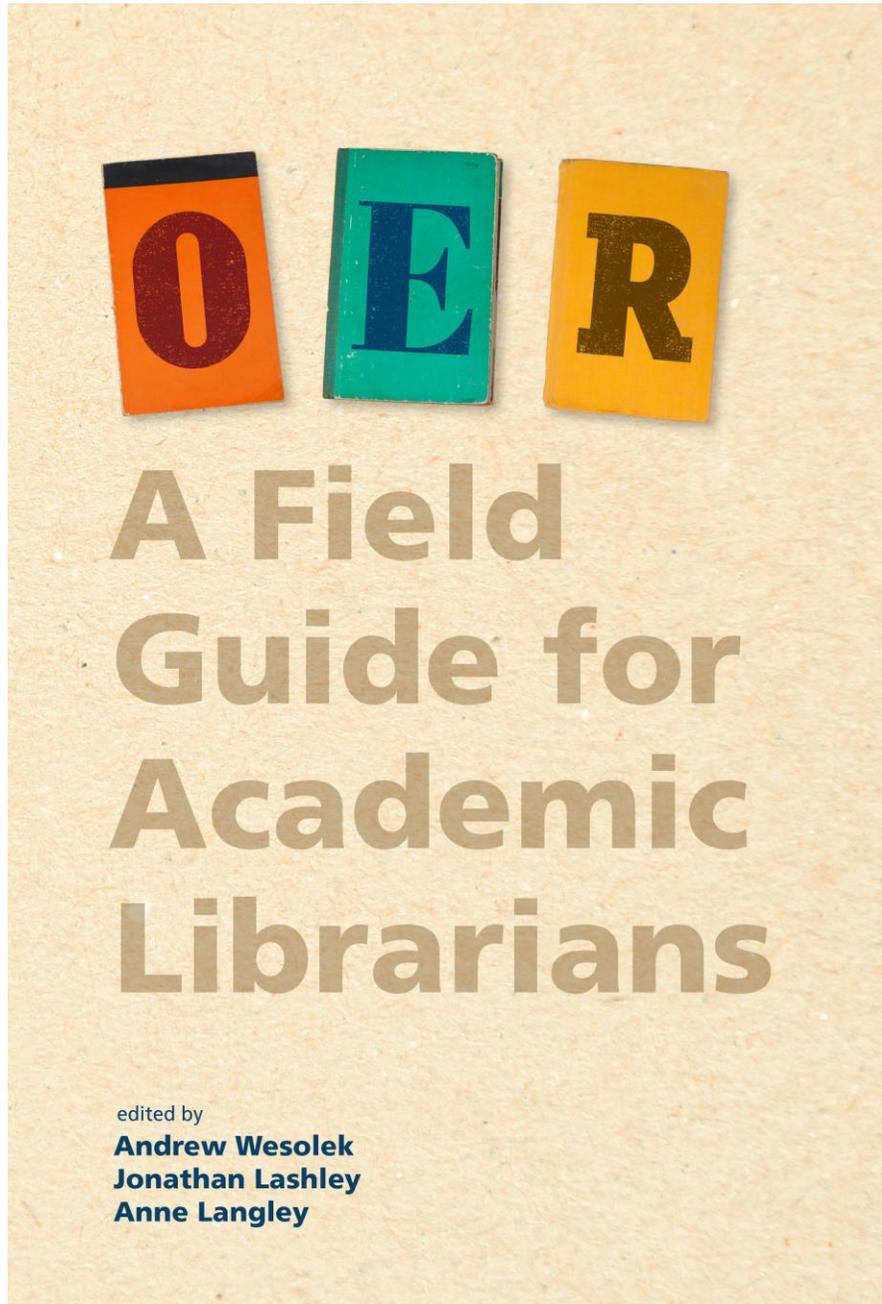
## ● NEWS

April 2, 2019

[Call for nominations for Library Impact Toolkit Project Team](#)

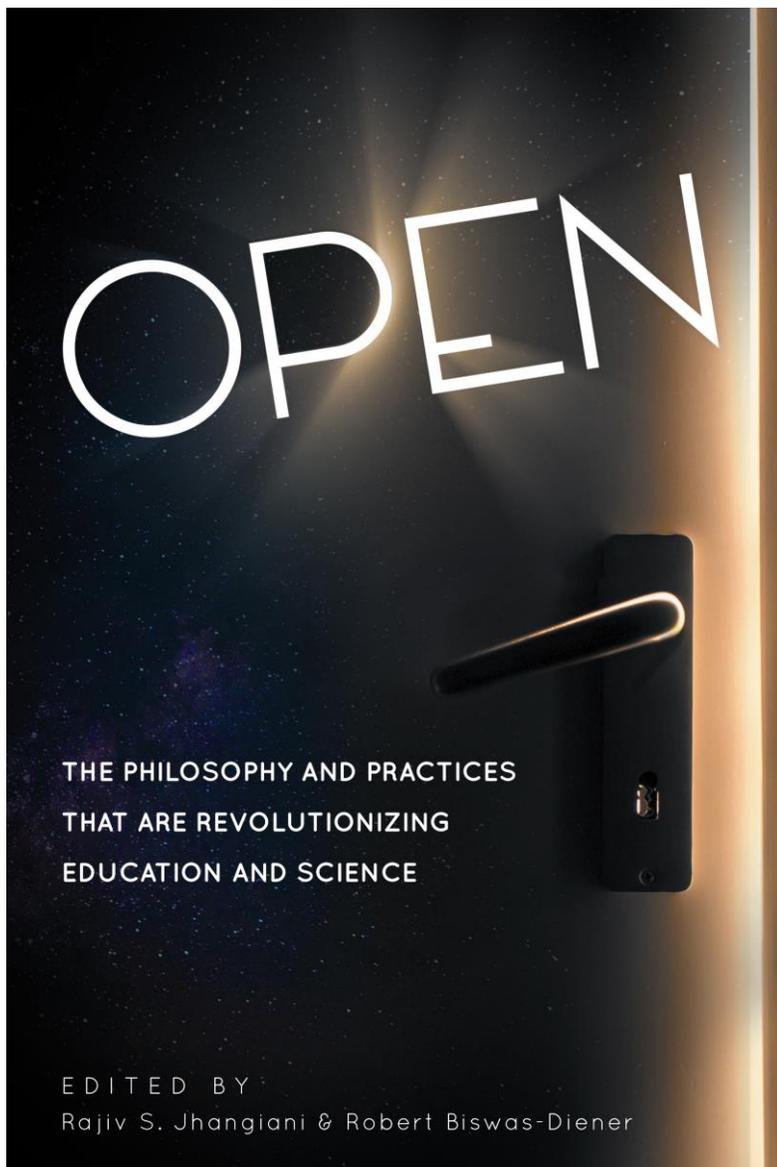
March 28, 2019

[Report for @Risk North 2](#)



**A. Wesolek, A. Langley, &  
J. Lashley (Eds.),  
*OER: A Field Guide for  
Academic Librarians.*  
Pacific Grove: Pacific  
University Press.**

<https://commons.pacificu.edu/pup/3/>



## Librarians in the Pursuit of Open Practices

Quill West

Chapter from the book: Jhangiani R. & Biswas-Diener R. 2017. *Open: The Philosophy and Practices that are Revolutionizing Education and Science*.

[Return to Book](#)

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## A Library Viewpoint: Exploring Open Educational Practices

Anita Walz

Chapter from the book: Jhangiani R. & Biswas-Diener R. 2017. *Open: The Philosophy and Practices that are Revolutionizing Education and Science*.

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[<< Projects](#)

# MARKING OER COURSES: BEST PRACTICES AND CASE STUDIES

EDUCATION

[Description](#)[Outline](#)[Discussions \(5\)](#)

## About this Project

*Marking OER Courses: Best Practices and Case Studies* will expand the “Texas Toolkit for OER Course Markings” (a [SPARC-affiliated project](#)) to help higher education institutions across the country implement course marking for open and affordable educational resources. This practical guide will provide case studies, summarize relevant state legislation, provide tips for working with stakeholders, and analyze technological and process considerations.

## Team

[JOIN THIS PROJECT](#)

**Michelle Reed**  
*Project Manager*



**Kris Helge**  
*Contributor*



**Nicole Allen**  
*Lead Author*



**Amie Freeman**  
*Contributor*



# OER + SCHOLCOMM

Open Culture & Next Gen Librarianship

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## ABOUT

### OER + ScholComm

This IMLS-supported ([LG-72-17-0132-17](#)) collaboration among librarians at North Carolina State University Libraries, University of Kansas Libraries, and University of Illinois Urbana-Champaign School of Information Sciences is exploring the need for, and ideal components of, a corpus of open educational resources (OER) for teaching library students and professionals about scholarly communication librarianship. Our project is born in the recognition that even as scholarly communication is ascendant as a core academic librarian competency there is little formal instruction in scholcomm topics and no unified teaching/learning resource that might spur an increase in relevant instruction. As librarians spanning career status (early to established) with a variety of experience within scholarly communication sub-fields, we hope to involve all stakeholders in the creation and maintenance of a living body of openly-licensed content to support the growth of scholcomm and related positions, as well as diffuse scholcomm praxis and values across LIS curricula according to its myriad intersections with other aspects of librarianship.

**Increasing access** is **NOT**  
the same as **lowering cost**

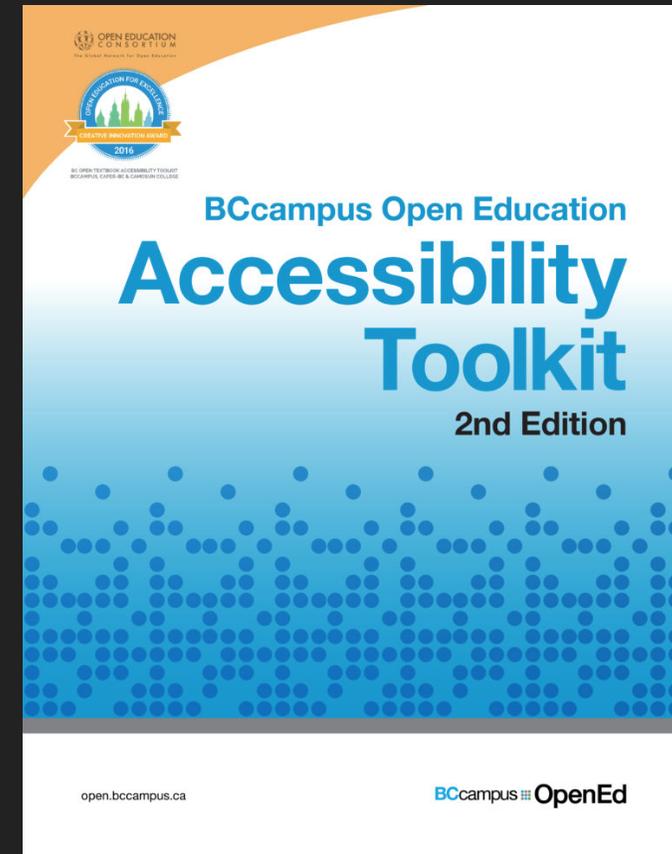
# Accessibility Toolkit – 2nd Edition

Amanda Coolidge, Sue Doner, Tara Robertson, and Josie Gray

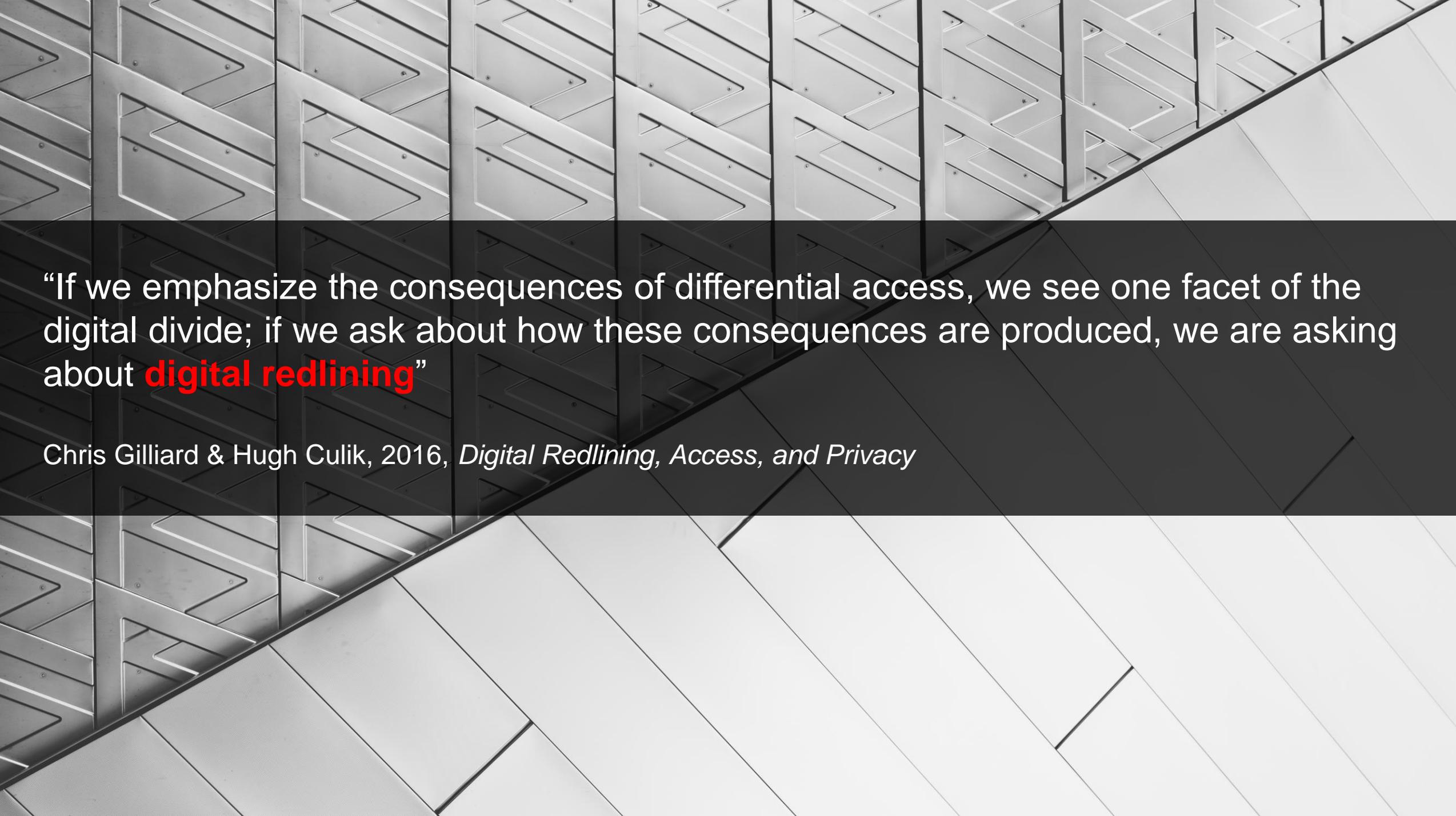
The goal of this accessibility toolkit, 2nd edition, is to provide resources for each content creator, instructional designer, educational technologist, librarian, administrator, and teaching assistant to create a truly open textbook—one that is free and accessible for all students. This is a collaboration between BCcampus, Camosun College, and CAPER-BC.

  Creative Commons Attribution

[READ BOOK](#)



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“If we emphasize the consequences of differential access, we see one facet of the digital divide; if we ask about how these consequences are produced, we are asking about **digital redlining**”

Chris Gilliard & Hugh Culik, 2016, *Digital Redlining, Access, and Privacy*

**There is no such thing as harmless collection of data.**

Or benevolent collection of data. Much of what we collect could be used in ways we do not want it to be used, to harm or imperil our students.

This disproportionately affects our most vulnerable students. Low-income students, students of color, LGBTQ+ students, students who are immigrants...their data are most at risk to surveillance, discrimination. And many of our vulnerable students are less likely to have experience with digital literacy skills.

*Amy Collier, 2017, [Platforms in Education: A Need for Criticality and Hope](#)*

## Whose labour is involved?

- Invisibility of labour in OER
- Lack of rewards and absence of protection
- Taking advantage of free labour from students

(Crissinger, 2015)

## Whose voices are excluded?

- Moving beyond a North-South information flow (Crissinger, 2015)
- Representation
- Implicit creative redlining (Jhangiani, 2018)

“To borrow [language](#) from Audrey Watters (2015), I believe that OER do not “magically flatten hierarchies” (slide 9). They are produced, used, and shaped by important historical and cultural contexts. Free and unrestricted access to OER is just *one step* in improving education, not the primary solution.”



## **A Social Justice Framework for Understanding Open Educational Resources and Practices in the Global South**

*Cheryl Ann Hodgkinson-Williams and Henry Trotter*

VOL. 5, No. 3

“Social justice as “parity of participation” (2005, p. 73), as both an *outcome* where “all the relevant social actors [...] participate as peers in social life” and a *process* in which procedural standards are followed “in fair and open processes of deliberation” (Fraser, 2005, p. 87).

However, both these outcomes and processes can be socially unjust in three ways, which Fraser terms: (1) economic maldistribution; (2) cultural misrecognition; and (3) political misframing.”

**Table 1: Conceptualisation of Fraser's Social Justice Framework**

Dimension	Injustices	Affirmative response: <i>addresses injustice with ameliorative reforms</i>	Transformative response: <i>addresses the root causes of inequality</i>
Economic	Maldistribution of resources: <i>economic inequality</i>	Redistribution: <i>of resources</i>	Restructuring: <i>of economic model</i>
Cultural	Misrecognition: <i>attributes of people and practices accorded less respect, status inequality</i>	Recognition: <i>valued, respected, esteemed</i>	Re-acculturation: <i>plurality of perspectives, but always fallible</i>
Political	Misrepresentation: <i>lacking right to frame discourse, norms and policies</i>	Representation: <i>social belonging</i>	Re-framing: <i>parity of rights</i>

# Open Pedagogy

**5Rs** {  
**R**ESPECT  
**R**ECIPROCATE  
**R**ISK  
**R**EACH  
**R**ESIST



# The Room of Requirement

Libraries aren't just for books. They're often spaces that transform into what you need them to be: a classroom, a cyber café, a place to find answers, a quiet spot to be alone. It's actually kind of magical. This week, we have stories of people who roam the stacks and find unexpected things that just happen to be exactly what they required.



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Transcript





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KPU Library  
15 Pages ONLY!!



**Thank you**